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ABSTRACT

The Superintendent of Pennridge School District in Bucks County, Pennsylvania, evaluates the local district administrators for merit pay twice a year based on management by objective concepts. Working individually and in teams, the administrators develop common and individual objectives. These objectives are assigned point values by secret balloting and averaging the results. Each administrator can earn a maximum of 1,000 points, with 750 for day-to-day activities and 250 for special goals. The superintendent and his assistant evaluate the administrator's goal achievement and can award up to 5 percent of the base salary as merit pay for high achievement. The system is founded on a strong team-management concept. (DW)

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PENNRIDGE SCHOOL DISTRICT

REMARKS FOR M.B.O. - NSBA CONVENTION, 1975

THE TITLE OF OUR CLINIC IS "HOW TO EVALUATE ADMINISTRATIVE STAFF: RECOGNIZING GOOD MANAGEMENT".

APPROXIMATELY FOUR YEARS AGO, AS A FIRST-YEAR SUPERINTENDENT IN THE PENNRIDGE SCHOOL DISTRICT IN BUCKS COUNTY, PENNSYLVANIA, I WAS CHAIRING A COMMITTEE OF ADMINISTRATORS AND BOARD MEMBERS WHO WERE TO DEVELOP A NEW SALARY SCHEDULE PROCEDURE FOR OUR ADMINISTRATORS. THE ONE POINT CONTINUALLY BROUGHT FORWARD IN OUR DISCUSSION, WAS THAT SOME ADMINISTRATORS SHOULD BE PAID MORE THAN OTHERS, EVEN THOUGH THEY HAVE THE SAME BASIC RESPONSIBILITIES. FOR EXAMPLE, IF YOU HAVE AN ELEMENTARY PRINCIPAL WHO IS DOING AN OUTSTANDING JOB, HE SHOULD BE ABLE TO EARN A BETTER SALARY THAN AN ELEMENTARY PRINCIPAL WHO IS DOING A MEDIOCRE JOB. IN ESSENCE, WE WERE TALKING ABOUT MERIT. AS A RESULT, I IMMEDIATELY BEGAN TO DEVELOP A METHOD FOR ARRIVING AT A DETERMINATION AND RECOGNITION OF GOOD ADMINISTRATIVE MANAGEMENT, AND ALSO REWARD THE ADMINISTRATOR WITH EXTRA PAY FOR THE DEGREE OF SUCCESS AND EFFORT PUT FORTH IN SCHOOL MANAGEMENT. THE METHOD FINALLY DEVISED IS NOT REALLY NEW. IT HAS BEEN USED IN INDUSTRY FOR MANY YEARS. IT HAS JUST RECENTLY ARRIVED ON THE EDUCATIONAL SCENE AND APPEARS TO BE SPREADING VERY RAPIDLY. I AM TALKING ABOUT "MANAGEMENT BY OBJECTIVES", OR M.B.O., AS IT IS MORE COMMONLY KNOWN. MOREOVER, I CONCLUDED THAT IN ORDER TO MAKE MANAGEMENT BY OBJECTIVES REALLY WORK, IT ALSO NEEDED A NEW TEAM APPROACH TO SCHOOL ADMINISTRATION.

THERE ARE A NUMBER OF REASONS WHY MANY SCHOOL DISTRICTS ARE MOVING IN THIS DIRECTION---THE DIRECTION OF MANAGEMENT BY OBJECTIVES. THE TWO MOST IMPORTANT REASONS APPEAR TO BE "ACCOUNTABILITY" AND "TIME".

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DURING THE PAST FEW YEARS WE HAVE BEEN HEARING MORE AND MORE ABOUT ACCOUNTABILITY. ACCOUNTABILITY IS PURE AND SIMPLE EVALUATION. AT A RECENT PSBA MEETING JOSEPH ORAVITZ, PSBA DIRECTOR OF RESEARCH AND MANAGEMENT, MADE THE FOLLOWING REMARKS: "EVERYONE IS EVALUATED AT SOMETIME DURING HIS LIFE. EDUCATORS AND OTHER EMPLOYEES IN THE SCHOOL

SYSTEM ARE REALLY NO DIFFERENT FROM ANY OTHER SEGMENT OF THE WORKING PUBLIC WHEN IT COMES TO EVALUATION OF THEIR WORK EFFORT, OR AT LEAST THEY SHOULD BE NO DIFFERENT. ALL OTHER PROFESSIONS, TECHNICAL, MEDICAL, LEGAL, ETC., COME UNDER SOME FORM OF FORMAL OR INFORMAL EVALUATION. EVEN THE EFFORTS OF THE SCHOOL BOARD MEMBERS ARE EVALUATED AT THE POLLS DURING ELECTION TIME. ULTIMATELY, SOMEONE MAKES A JUDGMENT ON THE PERFORMANCE OF OTHERS. FOR EXAMPLE, TEACHERS JUDGE PUPILS, ADMINISTRATORS JUDGE TEACHERS, BOARDS JUDGE ADMINISTRATORS, AND THE PUBLIC JUDGES THE BOARDS. AN INTERESTING PARADOX EXISTS IN EDUCATION WHEREBY TEACHERS WHO REGULARLY JUDGE STUDENTS, FEEL THREATENED WHEN AN EVALUATION OF THEIR EFFORTS IS SUGGESTED. I MIGHT ALSO POINT OUT, THAT IN MANY CASES, AN ADMINISTRATOR MAY FEEL JUST AS THREATENED WHEN HE IS JUDGED OR RATED BY HIS SUPERINTENDENT OR SCHOOL BOARD.

SOME SAY THAT THE CRITERIA FOR EVALUATION CAUSES MORE CONCERN THAN THE ACTUAL PROCESS ITSELF. THIS IS PROBABLY TRUE, AND IS WHY, IN MY OPINION, THAT IT IS VERY IMPORTANT THAT THE EVALUATION PROCESS FOR ADMINISTRATORS BE DEVELOPED BY THE ADMINISTRATIVE TEAM. I ALSO FEEL VERY STRONGLY THAT THE EVALUATION OF ADMINISTRATORS MUST BE DONE BY THE SUPERINTENDENT AND NOT THE SCHOOL BOARD. IN MY OPINION, THE SCHOOL BOARD MUST BE READY TO ACCEPT THIS FACT, OR THEY SHOULD HIRE A NEW SUPERINTENDENT. IT IS THE SUPERINTENDENT AND HIS ASSOCIATES WHO WORK CLOSELY, DAY BY DAY, WITH THEIR FELLOW ADMINISTRATORS; AND IT IS THEY, IN MY OPINION, WHO SHOULD DO THE EVALUATION. HOWEVER, THE IDEAL CRITERIA, NO MATTER HOW PERFECT, WILL ALWAYS BE SUBJECT TO INTERPRETATION, AND DEFINED IN TERMS THAT WILL VARY FROM LOCALITY TO LOCALITY. IN OTHER WORDS, WHAT IS BEST FOR OUR DISTRICT MAY NOT BE THE BEST FOR A NEIGHBORING DISTRICT.

LET'S FACE IT. ADMINISTRATORS HAVE ALWAYS CLAIMED THAT EVERYONE KNOWS THE GOOD TEACHER, AND EVERYONE KNOWS THE INEFFECTIVE TEACHER. THIS IS ALSO TRUE WITH ADMINISTRATORS. WE KNOW WHO ARE THE GOOD ADMINISTRATORS, AND WHO ARE THE LESS EFFECTIVE ADMINISTRATORS.

IT IS SILLY FOR US TO TRY TO EVADE THE ISSUE AND SAY THAT EVALUATION OF ADMINISTRATORS CANNOT BE ACCOMPLISHED. IT CAN. MANAGEMENT BY OBJECTIVES SUPPLIES A METHOD

OF DOING THIS. THERE ARE MANY DIFFERENT APPROACHES TO MANAGEMENT BY OBJECTIVES. I WILL SPEAK TO THIS SYSTEM OF EVALUATION IN GENERAL TERMS, AND LATER EXPLAIN HOW WE HAVE DEVELOPED A SPECIFIC SYSTEM IN THE PENNRIDGE SCHOOL DISTRICT WHICH IS NOW IN ITS FOURTH YEAR OF USE.

THE OTHER REASON I MENTIONED, FOR BECOMING INVOLVED WITH M.B.O. IS TIME. NONE OF US, AS ADMINISTRATORS, HAVE ENOUGH TIME TO ACCOMPLISH ALL WE WOULD LIKE TO ACCOMPLISH. THE PLAIN AND SIMPLE HONEST ANSWER TO THE QUESTION, "DOES TIME MATTER?", IS "YES, TIME MATTERS VERY, VERY, MUCH."

IN BUSINESS, TIME IS MONEY---AND THIS IS ALSO TRUE IN EDUCATION, PARTICULARLY IN SCHOOL ADMINISTRATION. WE ARE ALWAYS RUNNING OUT OF TIME. ONLY HIGH PRIORITY ITEMS CAN GET ATTENTION. AND AT TIMES THESE DO NOT GET THE NECESSARY ATTENTION BECAUSE WE ARE CONTINUALLY RUNNING AROUND TRYING TO "PUT OUT FIRES" AND CARRYING OUT THE DAY-TO-DAY ADMINISTRATION; NOT BEING ABLE TO INVOLVE OURSELVES IN A LONG RANGE APPROACH TO EDUCATIONAL DEVELOPMENT. IT IS SAFE TO SAY THAT IN TODAY'S SOCIETY, TIME HAS BECOME A VERY SCARCE COMMODITY. HOW MANY TIMES HAVE YOU HEARD A BUILDING PRINCIPAL SAY THAT HE JUST DOES NOT HAVE ENOUGH TIME TO GET EVERYTHING DONE THAT SHOULD BE DONE THAT DAY.

YET, THERE ARE SOME ADMINISTRATORS WHO ARE SUCCESSFUL PERFORMERS IN THE TIME MANAGEMENT DOMAIN. THESE PERFORMERS KNOW THAT IT IS IMPOSSIBLE TO SPEND THEIR TIME SUPERVISING DAY-TO-DAY OPERATIONS AND AT THE SAME TIME BECOME SUCCESSFUL ADMINISTRATORS. IT IS NOT ONLY IMPORTANT TO HAVE TIME TO GET THINGS DONE, BUT WE NEED TO FIND MORE TIME TO LIVE, AND TO BE WITH ONE'S FAMILY; TO TAKE ADVANCED STUDY; TO DEVELOP ONE'S SELF; TIME TO RELAX AND HAVE RECREATION; AND TIME TO JUST ENJOY LIFE. A PERSON WHO IS ABLE TO DO ALL THESE THINGS WILL BE A VERY SUCCESSFUL SCHOOL ADMINISTRATOR. AS I STATED PREVIOUSLY, MANAGEMENT BY OBJECTIVES AND OUR CONCERN FOR TIME GO HAND IN HAND.

I FEEL THERE ARE SEVERAL REALITIES THAT WE MUST ACCEPT WHEN ENTERING INTO M.B.O. AND THE ADMINISTRATIVE TEAM APPROACH. THESE REALITIES ARE:--(1) IDEALLY IT WILL TAKE SEVERAL YEARS BEFORE A TOTAL PHILOSOPHY AND SYSTEM BASED ON M.B.O. CAN BE BUILT AND IN

FULL OPERATION THROUGHOUT AN ADMINISTRATIVE STAFF; (2) IT TAKES MANY HOURS, AND AT TIMES MANY DAYS OR WEEKS FOR ADMINISTRATORS TO DEVELOP WORTHWHILE GOALS AND OBJECTIVES. TO LEARN HOW TO IDENTIFY GOALS AND OBJECTIVES IS NO SIMPLE TASK, AND SHOULD BE DONE FROM A TEAM APPROACH; (3) BY USING M.B.O., ADMINISTRATORS MUST ACCEPT THE FACT THAT THEY WILL INCREASINGLY BECOME MANAGERS OF THEIR BUILDING.

SOME PEOPLE GET UPSET WHEN YOU REFER TO EDUCATORS OR SCHOOL ADMINISTRATORS AS BEING BUILDING MANAGERS. I PERSONALLY SEE NOTHING WRONG WITH THIS. I DON'T MEAN TO INFER THAT A BUILDING PRINCIPAL, FOR EXAMPLE, SHOULDN'T BECOME INVOLVED WITH CURRICULUM IN HIS BUILDING; BUT BY IMPROVED BUILDING MANAGEMENT, HE WILL HAVE MORE TIME TO WORK TOWARDS SPECIFIC GOALS AND OBJECTIVES THAT MIGHT VERY WELL INCLUDE MORE TIME FOR CURRICULUM INVOLVEMENT, AND MAKE HIM MORE OF AN EDUCATIONAL LEADER.

IN A RECENT ARTICLE I READ ON M.B.O. IN INDUSTRY, THE STATEMENT WAS MADE THAT M.B.O. IS THE MOST SUCCESSFUL CONCEPT EVER TO HAVE BEEN PICKED UP AND PUT INTO PRACTICE IN ALL OF MANAGEMENT HISTORY. THIS WILL ALSO BECOME TRUE IN EDUCATIONAL ADMINISTRATION. WE HAVE JUST BEGUN TO SCRATCH THE SURFACE OF M.B.O. IN EDUCATION, AND IT IS SURE TO STAY WITH US FAR INTO THE FUTURE. TO MAKE IT WORK, IT IS VERY IMPORTANT THAT PROPER ATTITUDES BE DEVELOPED. IT IS ALSO IMPORTANT, IN MY OPINION, TO WORK VERY HARD AT DEVELOPING A <u>TEAM CONCEPT</u> TO EDUCATIONAL ADMINISTRATION. WHERE THIS CANNOT BE DEVELOPED, PERHAPS SOME CHANGES IN THE ADMINISTRATIVE STAFF ARE NECESSARY. HOWEVER, I ALSO FEEL M.B.O. BRINGS THE ADMINISTRATIVE STAFF INTO A UNIFIED TEAM WITH MANY OF THE SAME COMMON GOALS AND OBJECTIVES. M.B.O. AND THE ADMINISTRATIVE TEAM APPROACH CREATES MORE CONFIDENCE, RESPECT AND UNDERSTANDING OF EACH OTHER. IN OTHER WORDS, IT FORCES A SHIFT FROM INDIVIDUALISM TO TEAMWORK.

M.B.O. TAKES TIME TO DEVELOP, BUT IT CAN BE IMPLEMENTED ON VERY SHORT NOTICE AND REFINED OVER A NUMBER OF YEARS OR SPAN OF TIME. EVEN THOUGH IT TAKES A NUMBER OF YEARS TO DEVELOP, THIS DOES NOT MEAN THAT THERE ARE NOT IMMEDIATE RESULTS. IN MY OPINION, THERE ARE ALMOST INSTANTANEOUS RESULTS, AND THESE RESULTS CONTINUE WITH THE PASSAGE OF TIME AND ACCUMULATE RAPIDLY. THE RESULTS THAT I HAVE OBSERVED ARE: IMPROVEMENT

IN COMMUNICATIONS, A BETTER DELEGATION OF RESPONSIBILITIES, IMPROVEMENT OF ORGANIZATION MORALE, CONFIDENCE IN YOUR FELLOW TEAM MEMBER, AND IMPROVED SALARY SCHEDULES.

ONE THING THAT SOMETIMES SHOCKS FELLOW ADMINISTRATORS AS THEY BECOME INVOLVED IN THE M.B.O. PROCESS IS THE HARSH TRUTH THAT IT TAKES MANY DAYS, RATHER THAN A FEW HOURS, TO FIGURE OUT WORTHWHILE GOALS AND OBJECTIVES. A POPULAR MYTH AMONG MANY OF US IS THAT WE ALL KNOW OUR OBJECTIVES. THIS MYTH SUGGESTS THAT ALL THAT THE ADMINISTRATORS HAVE TO DO IS WRITE OR FORMULATE OBJECTIVES. LET ME WARN YOU, HOWEVER, THAT NOTHING COULD BE FURTHER FROM THE TRUTH. DISCOVERING AND DEVELOPING WORTHWHILE OBJECTIVES CAN BE A VERY DEMANDING AND MIND WRACKING EXPERIENCE. IT REQUIRES A SEARCH, NOT ONLY FOR THE INDIVIDUAL'S MISSION AND EDUCATIONAL GOALS, BUT IS SOMETHING THAT SHOULD IDEALLY BEGIN WITH THE BOARD, THEN TO THE SUPERINTENDENT AND EACH ADMINISTRATOR. IT SHOULD ALSO BE ABLE TO START WITH THE LOWEST PAID ADMINISTRATOR AND PROGRESS IN THE OPPOSITE DIRECTION TOWARD THE SCHOOL BOARD. MUCH TIME MUST BE SPENT IN TRYING TO DEVELOP WORTHWHILE GOALS AND OBJECTIVES.

I WOULD LIKE TO READ A SHORT REPORT FROM A GENERAL MANAGER OF A SMALL COMPANY, DOING ABOUT A $5 MILLION A YEAR BUSINESS, WHO DECIDED TO BRING HIS EXECUTIVE TEAM TOGETHER ONE EVENING FOR AN HOUR OR TWO TO SPELL OUT THE COMPANY'S GOALS. HERE WERE HIS REMARKS:---"WERE WE SURPRISED. WERE WE EMBARRASSED. IT TURNED OUT THAT WE DIDN'T KNOW WHAT OUR OBJECTIVES WERE BECAUSE WE HAD NONE. WE ALL KNEW WE WANTED TO GROW AND BE PROFITABLE, BUT WHO DOESN'T. BEYOND THAT WE HAD NO DEFINITE GOALS. OUR REACTION WAS EMBARRASSMENT. HOW COULD A GROUP OF SO-CALLED BUSINESSMEN NOT KNOW WHAT THEIR OBJECTIVES WERE? HOW COULD WE EVER GET ANYWHERE OR EVEN WORK TOGETHER AS A TEAM IF WE HADN'T FIGURED OUT AS A TEAM WHAT WE WANTED TO ACHIEVE; AND HOW COULD WE HAVE BEEN SO DUMB AS TO THINK WE COULD SPELL OUT OUR OBJECTIVES AT A SINGLE MEETING?"

THE REASON THAT OBJECTIVES TAKE <u>AND SHOULD TAKE</u> SUCH A LONG TIME TO ARRIVE AT DOES NOT STEM FROM ANY SECRET OR COMPLICATED PROCEDURE, IT ARISES FROM THE FACT THAT THE SEARCH FOR WORKABLE AND REALISTIC OBJECTIVES REQUIRES SOME CONSIDERATION AND THINKING IN DEPTH. SOME OF THIS PROCESS SHOULD BE DONE AS A TEAM, SOME AS AN INDIVI-

DUAL, SOME IN SMALL ADMINISTRATIVE GROUPS. IN SETTING GOALS AND OBJECTIVES WE MUST KEEP IN MIND, PRIMARILY, THE EDUCATIONAL PROCESS IN WHICH WE ARE INVOLVED; ALSO, PLANNING, ORGANIZING, DELEGATING, COORDINATING, COMMUNICATING, CONTROLLING, INNOVATING, TRAINING, ETC.

I WOULD NOW LIKE TO TURN TO THE PENNRIDGE PLAN AND SOME OF MY BELIEFS ABOUT OUR SYSTEM OR APPROACH. FIRST OF ALL, I AM CONVINCED THAT THE MANAGEMENT TEAM CONCEPT IS NECESSARY TO OUR PRESENT-DAY EDUCATIONAL STRUCTURE IN OPERATING A SUCCESSFUL SCHOOL SYSTEM. THE CHIEF SCHOOL ADMINISTRATOR IS ONLY AS GOOD AS THE SUM OF HIS PARTS. A NUMBER OF THINGS MUST GO INTO AN EFFECTIVE ADMINISTRATIVE TEAM. ONE THING THAT HELPS THIS CONCEPT IS THE MANAGEMENT TEAM EFFORT. M.B.O., WITH AT LEAST SOME OF THE GOALS AND OBJECTIVES BEING THE SAME FOR EACH ADMINISTRATOR, WORKS TOWARDS THE END OF A UNIFIED TEAM STRIVING FOR THE OVERALL SAME GOAL, A BETTER EDUCATIONAL SYSTEM.

M.B.O. ALSO LENDS ITSELF TO A DOVETALING WITH A SCHOOL BOARD'S LONG RANGE PLAN. THE SCHOOL BOARD PLAN MIGHT BE CALLED "THE OVERALL MISSION GOALS". A PLANNED PERFORMANCE APPROACH IS NECESSARY IF ADMINISTRATORS ARE TO BE JUDGED AND EVALUATED BY THE INDIVIDUALS TO WHOM THEY ARE RESPONSIBLE. THERE ARE BOTH ADVANTAGES AND DISADVANTAGES TO THE M.B.O. SYSTEM AS I SEE IT AT PENNRIDGE. SOME OF THE ADVANTAGES MIGHT BE AS FOLLOWS:

1. A STATEMENT OF GOALS AND OBJECTIVES INCREASES THE CHANCES OF COMPLETING SUCH ITEMS, SINCE BY PUTTING THEM IN WRITING, THEY BECOME CLEARER IDEAS OF WHAT ONE IS TRYING TO ACCOMPLISH. A STATED OBJECTIVE AROUSES COMMITMENT.
2. THE FACT THAT THE GOALS AND OBJECTIVES WILL BE ASSESSED SEVERAL TIMES DURING THE YEAR INCLINES EACH INDIVIDUAL TO PERIODICALLY EVALUATE HIS OWN GOALS AND OBJECTIVES BEFORE THE RATING IS DONE BY HIS SUPERIORS.
3. PRIORITY IS GIVEN TO OBJECTIVE ACCOMPLISHMENTS, ESPECIALLY WHEN TIED TO A POINT VALUE SYSTEM AND SALARY INCREASES.
4. IF GOALS AND OBJECTIVES HAVE SOME SIMILARITY WITHIN THE ADMINISTRATIVE ORGANIZATION, IT TENDS TO CREATE A UNIFICATION OF CAUSE AND SENSE OF DIRECTION OF THE MANAGEMENT TEAM.

5. STATED OBJECTIVES MAY CLEAR AWAY ORGANIZATIONAL BARRIERS.

6. ADMINISTRATORS CAN CONSCIENTIOUSLY STRIVE TOWARD PARTICULAR GOALS AND OBJECTIVES INSTEAD OF JUMPING FROM CRISIS TO CRISIS WITHOUT COMMITMENT TO ATTAINMENT.

SOME OF THE DISADVANTAGES ARE:

1. SUPERIORS MAY IMPOSE UNREALISTIC GOALS AND OBJECTIVES ON SUBORDINATES. A COMMENT HERE IS THAT IT IS IMPORTANT TO PERMIT THE KIND OF DEVELOPMENT OF GOALS AND OBJECTIVES THAT COME FROM THE BOARD DOWN TO THE LOWEST PAID ADMINISTRATOR, AND THEN FROM THE LOWEST PAID ADMINISTRATOR ON UP TO THE BOARD.

2. A WEAK ADMINISTRATOR MAY BECOME OVER-RATED BECAUSE OF HIS ABILITY TO WRITE OBJECTIVES OR DO WELL AT THE EVALUATION MEETING.

3. THERE IS THE POSSIBILITY OF THE DEVELOPMENT OF AN UNHEALTHY COMPETITIVE SITUATION AMONG ADMINISTRATORS IF THE PROGRAM IS DONE TOO MUCH ON AN INDIVIDUAL BASIS AS COMPARED TO A TEAM BASIS.

4. GOALS AND OBJECTIVES COULD CAUSE UNDUE PRESSURES ON SOME ADMINISTRATORS, AND THEREFORE FIND SOME INDIVIDUALS JUST GOING THROUGH THE MOTIONS.

IN THE PENNRIDGE SYSTEM, AN ADMINISTRATOR CAN EARN 750 POINTS FOR HIS DAY-TO-DAY, WEEK-TO-WEEK GENERAL ADMINISTRATION EXPECTATIONS WHICH ARE BROKEN DOWN INTO TEN ADMINISTRATIVE CHARACTERISTICS. HE CAN EARN 250 POSSIBLE POINTS FOR SPECIAL GOALS AND OBJECTIVES. IN OTHER WORDS, AN ADMINISTRATOR DOING A PERFECT JOB CAN ACCUMULATE 1000 POINTS. I AM NOT SAYING THAT THE 750 OR 250 RATIO FIGURE IS CORRECT. WE MAY CHANGE IT SOMETIME IN THE FUTURE, BUT IT SEEMS TO BE WORKING FOR US AT THE PRESENT TIME.

EACH ADMINISTRATOR IS EVALUATED ON THE POSSIBLE 1000 POINTS AT THE END OF EACH SEMESTER BY THE ADMINISTRATIVE ASSISTANT AND THE SUPERINTENDENT. IT IS ALSO UNDERSTOOD, RIGHT FROM THE BEGINNING, THAT THE SUPERINTENDENT MAKES THE FINAL DECISION, AND THAT HIS RECOMMENDATIONS ARE THEN REFERRED TO THE SCHOOL BOARD FOR APPROVAL. IN THE PENNRIDGE SYSTEM LAST YEAR, THE SUPERINTENDENT COULD RECOMMEND UP TO 4% OF EACH

ADMINISTRATOR'S BASE SALARY FOR MERIT PAY. IN THE SALARY SCHEDULE FOR THIS YEAR THE MERIT HAS BEEN INCREASED FROM 4% to 5% OF BASE SALARY. THIS IS THE FOURTH YEAR OF M.B.O. AT PENNRIDGE. I'LL NOW EXPLAIN THE PROCESS OR PROCEDURE WE ARE USING DURING THE PRESENT SCHOOL YEAR.

IN THE SPRING OF EACH YEAR, THE K THROUGH 12 ADMINISTRATIVE TEAM WILL DISCUSS GENERAL GOALS THAT MIGHT BE USED AS DISTRICT-WIDE GOALS. THIS BEGINS IN OUR K-12 MEETINGS WITH OUR 18 ADMINISTRATORS. THIS IS ALSO DONE IN SMALLER GROUPS WHEN THE K-6 ADMINISTRATORS MEET, AND WHEN THE 7-12 ADMINISTRATORS MEET WITH THEIR RESPECTIVE ADMINISTRATIVE ASSISTANTS.

IN ORDER TO MAKE THE TEAM APPROACH SUCCESSFUL, IT IS IMPORTANT FOR THE SUPERINTENDENT TO MEET WITH ALL HIS ADMINISTRATORS, AND TO DO IT FREQUENTLY. I MEET A MINIMUM OF ONCE A MONTH WITH THE K-12 ADMINISTRATORS, AND VERY OFTEN TWO OR THREE TIMES A MONTH. MY ADMINISTRATIVE ASSISTANTS MEET WITH THEIR RESPECTIVE GROUPS AT LEAST TWICE A MONTH, AND MANY TIMES MORE OFTEN; AND MANY TIMES MY ADMINISTRATIVE ASSISTANTS AND MYSELF WILL MEET WITH INDIVIDUAL ADMINISTRATORS.

BY LATE AUGUST, WE HAVE SET SOME COMMON GOALS FOR ALL ADMINISTRATORS TO BE CONCERNED WITH. HOWEVER, ANY INDIVIDUAL ADMINISTRATOR COULD ALSO SET SEPARATE GOALS FOR HIMSELF. EACH ADMINISTRATOR THEN DEVELOPS A SET OF GOALS AND OBJECTIVES FOR HIMSELF WORTH 250 POINTS. THESE ARE DISCUSSED WITH THEIR ADMINISTRATIVE ASSISTANTS. BY LATE AUGUST, EACH ADMINISTRATOR SUBMITS 25 COPIES OF HIS GOALS AND OBJECTIVES TO ME. THESE GOALS AND OBJECTIVES ARE THEN EVALUATED BY ALL THE ADMINISTRATORS IN A MARATHON MEETING. EACH ADMINISTRATOR HAS AN OPPORTUNITY TO EXPLAIN HIS GOALS AND OBJECTIVES, AND THEY ARE THEN RATED OR GIVEN A WEIGHED NUMBER OF POINTS BY EACH ADMINISTRATOR. AS EACH ADMINISTRATOR PRESENTS HIS GOALS AND OBJECTIVES, HE MAY BE CHALLENGED OR QUESTIONED BY HIS FELLOW ADMINISTRATORS, AND HE MUST THEN DEFEND HIS GOALS AND OBJECTIVES AND TELL WHY HE FEELS THEY ARE WORTH A CERTAIN NUMBER OF POINTS. THESE RATINGS ARE DONE IN SECRECY, AND NO ONE KNOWS WHAT RATING HIS FELLOW ADMINISTRATORS HAVE GIVEN THE GOALS AND OBJECTIVES OF THE INDIVIDUAL MAKING THE PRESENTATION.

AFTER EACH ADMINISTRATOR HAS MADE HIS PRESENTATION, THE CARDS ON WHICH THE WEIGHED VALUES HAVE BEEN LISTED ARE COLLECTED. THERE ARE 17 OF THESE CARDS FOR EACH ADMINISTRATOR. THE TWO TOP SCORES AND TWO BOTTOM SCORES FOR EACH OBJECTIVE ARE THROW OUT, AND AN AVERAGE IS DEVELOPED SO THAT EACH ADMINISTRATOR'S OBJECTIVES ARE GIVEN A WEIGHED NUMBER OF POINTS THEY WILL BE WORTH IF THEY ARE COMPLETED. WITHIN TWO OR THREE WEEKS EACH ADMINISTRATOR RECEIVES A COPY OF HIS GOALS AND OBJECTIVES WITH A NOTATION OF WHAT EACH ONE WILL BE WORTH. THEY HAVE THE OPPORTUNITY TO COME TO ME AND CHALLENGE ANY ONE OF THESE RATINGS. OCCASIONALLY THIS IS DONE, BUT USUALLY THEY ACCE THE WEIGHED NUMBER OF POINTS THAT ARE ASSIGNED TO THEM BY THEIR FELLOW ADMINISTRATORS EACH ADMINISTRATOR IS THEN EVALUATED BY HIS ADMINISTRATIVE ASSISTANT AND MYSELF AT THE END OF THE FIRST SEMESTER, AND AT THE END OF THE YEAR. THEY ARE NOTIFIED OF THEI RATINGS, OR WHAT THEY HAVE EARNED, AND AGAIN HAVE AN OPPORTUNITY TO CHALLENGE OR DISCUSS ANY OF THESE RATINGS WITH ME IF THEY SO DESIRE.

THE SCHOOL BOARD IS KEPT INFORMED OF THE EVALUATION PROCESS, BUT THEY ARE NOT INFORMED AS TO WHO RANKS HIGHEST OR LOWEST. I WILL GO INTO THIS IN MORE DETAIL WHEN I SHOW YOU SOME CHARTS.

BY USE OF TRANSPARENCIES I WOULD LIKE TO EXPLAIN TO YOU WHAT I HAVE BEEN TALKING ABOUT INSOFAR AS GOALS AND OBJECTIVES, AND THE GENERAL EVALUATION OF ADMINISTRATORS.

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